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ABSTRACT

This study was undertaken to examine the suspicion that a young Greek girl in the short time span of two years had become more fluent in a second language (English) than in her native tongue. To provide a basis of comparison the tests used in this study were also given to the child's older brother who had been in the United States for approximately the same length of time. The girl was 7:1 years old when her family came to the United States and she knew no English at all. Her brother was 14 and had studied English in Greece. Both children took three tests which were measures of lexical dominance: a picture vocabulary test and two word association tests. The data gathered from the study suggest that the girl was losing facility in Greek and was already ahead in perfcrmance in English after only two years in the United States. Her brother, on the other hand, seemed to be moving closer to a bilingualism in which he would be able to control both languages with equal facility in appropriate situations. Unlike his sister, however, he would probably always have an accent when speaking English. (Author/CFM)

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Lexical Dominance: A Case Study of English and Greek

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The study reported in this paper was undertaken to examine the suspicion that a young Greek girl in the short time span of two years had become more fluent in a second language (English) than in her native tongue. In spite of the fact that the child's parents spoke virtually no English and the child was, therefore, forced to communicate only in Greek at home, she appeared to be losing her facility in Greek.

The seriousness of a claim that in a relatively short period of time a school age child could lose native language ability and become more proficient in a second language is realized. It is suggested, however, that this could only happen in a case where the child is transferred to a setting where the second language is the language of the society. The situation of the child in this study strongly suggests that a child's language at the elementary school level may be influenced more by peer interaction than by family interaction.

To provide a basis for comparison the tests used in this study were also given to the child's older brother who had been in the United States for approximately the same length of time.

The subjects of this study were Mary and Spyros who had been living in the United States for approximately two years at the time the tests were conducted. Spyros and his father preceded the rest of the family in coming to the States by three months, so at the time of testing Spyros had been in the United States for two years, three months while Mary had been in the United States for exactly two years. Mary was 7:1 years old when her family came to the United States, and she knew no English at all. Mary arrived in July and began school in September. For the first semester of the school year she was in the first grade and for the second semester, in the second grade. Her second year in the United States, Mary completed the third grade and at the time of this study was nine years old and ready to enter the fourth grade.

Spyros, upon entering the United States, had already studied English for eighteen months at a private language institute in Greece. He was fourteen years old when he arrived in the States towards the end of the academic year in April. For the remainder of that school year he attended tenth grade classes. Then, the next school year he was in the tenth grade all year, and the following year he completed the eleventh grade. At the time of this study, Spyros was sixteen and ready to begin his senior year of high school.

Both Mary and Spyros took a picture vocabulary test and two different word association tests. The picture vocabulary test and one of the word association tests followed models set forth in Slobin's Field Manual for Cross-Cultural Study. The three tests administered to the subjects in this study were measures of lexical dominance, i.e., lexical proficiency in reference, rather than tests of absolute skill in either language.

All tests were tape recorded and later transcribed by the investigator.

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Picture Vocabulary Test

Procedures

The first test to be given was the picture vocabulary test. For this test two sets of sixty pictures each depicting simple objects nameable in both languages were compiled. The subjects were asked to name all the objects in the first set in one language as quickly as possible and then to name all the objects in the second set in the other language. Then the procedure was reversed and the subjects named all the objects in the first set with Language B and the objects in the second set with Language A. The order of testing, then, was as follows:

Set 1	Language A
Set 2	Language B
Set 1	Language B
Set 2	Language A

The subjects were told that if they didn't know the name of an object or couldn't think of it to say something about the object - what it looks like, what it is used for, etc. They were instructed to be sure not to pass an object without saying something. A small sample set of pictures was used as a warm-up to be sure the subjects understood the procedure.

A stopwatch was used by the investigator to record the total time for each of the four sections of the test. The language dominance score for each subject was calculated by finding the difference in seconds between the mean times for the two sets in each language. (See Table 1 for the calculations.)

Table 1
Calculations for the Picture Vocabulary Test

	(Mary) English	Greek	(Spyros) English	Greek
Set 1	1.43*	2.32	2.30	2.10
Set 2	2.0	2.58	2.34	2.11
Mean Time	1.71	2.45	2.32	2.105
Language dominance score	1.14			.215

*Numbers preceding the decimal are minutes and those following the decimal are seconds. Thus, 1.43 should be read 1 minute 43 seconds.

Results

The results of the picture vocabulary tests show that Mary had considerable lexical dominance in English while her brother retained a slight lexical dominance in Greek after two years in the United States. Mary had a lexical dominance score of 1.14 words in English and Spyros had a score of not quite a fourth of a word dominance in Greek.

The recordings of the tests show that in naming the objects in Greek, Mary had considerable difficulty. There are often long pauses between words

and frequent utterances of exasperation and sighs when she was trying to think of a word. One such example was Mary's trying to think of the word "tree" in Greek which she finally did remember. When she was trying to think of the words for "coat" and "ladder" in Greek there were again long pauses, but she was unable to remember the words and said "You wear it" for "coat" and "You climb up" for "ladder."

In naming the pictures in Greek, out of the 120 total items there were 22 for which Mary could not think of the name and had to say something else and three which she named incorrectly. In English, on the other hand, there were only 9 for which she was unable to think of the name and only one was incorrectly named. The one that was incorrectly named was not really a mistake, but rather was due to a misconception that Mary had about the vocabulary item. The picture was one of the sea for which she gave the correct corresponding lexical item in Greek, Θάλασα. In English, however, she said "lake." The investigator asked her the following day, "What is the English word for Θάλασα?"

Mary replied, "Lake."

The investigator said, "No. 'Lake' is límni. Θάλασα is 'sea.'"

Mary said, "Θάλασα is salt water and you don't have that here. How can you have the word?"

Her response suggests that at nine years of age the use of language is still very concrete for a child.

Spyros did much better in Greek on the picture vocabulary test, not only in terms of time, but in terms of exactness and correctness as well. There were only two items for which he could not think of the exact word in Greek and only two items that he named incorrectly. In English there were seven items for which he could not think of the exact name and had to say something else, and four items which he named incorrectly.

After the tests were over, the subjects were asked which language they thought they had done better in. Mary felt she had done better in English and Spyros felt he had done better in Greek. So, even before the data were calculated, the subjects were confident of the outcome.

Word Association Test 1

Procedure

The first word association test given was based on a model in the cross-cultural manual mentioned earlier. The procedure involved presenting the subjects with an object and asking them to give as many words in one language as they could within a limited period of time. The words given did not necessarily have to be descriptive of the object, but simply whatever came into their minds when they were presented with the stimulus.

The subjects gave associations in English and in Greek. The same stimuli were used for each subject and the time period (30 seconds) was

kept constant for subjects and languages. The subjects gave associations for all the objects in one language. Then the object order was changed and the subjects gave associations for all of the objects in the other language.

Nine objects were used and they were selected on the basis of familiarity in both cultures. The objects were: a doll, a 45 rpm record, a spoon, a towel, a book, a pencil, an apple, a chicken which was a small stuffed animal, and four small pieces of material of different colors.

Results

The data for the tests indicate that Mary showed a mean dominance in English of one word. Her average number of associations per object in English was 8.22 and in Greek, 7.22.

Spyros showed exactly the same mean score in both languages. His average number of associations per object was 5 in both English and Greek. For Spyros the identical score in both languages may suggest that he was moving towards comfortable bilingualism after two years in the United States.

Word Association Test II

Procedure

The procedure for the second word association test was a slight modification of the preceding test. Rather than using object stimuli to evoke associations, words suggesting object classes were used and the subjects were asked to give as many words as they could think of in the allotted time that would come under the heading of the given class. The same procedure was followed for both subjects in English and Greek and time (30 seconds) and stimuli were held constant.

Seven class words were used to elicit associations and once again the stimuli were selected on the basis of familiarity to both cultures. The word classes used as stimuli were: toys, furniture, animals, fruit, clothes, sweets, and kitchen items.

Results

Mary again showed a lexical dominance in English though in this test by a lesser margin. Her average number of words per stimulus was 7.71 in English and 7.28 in Greek which yields a lexical dominance score of .43 words in English. This can be interpreted as slightly less than a half-word dominance.

Spyros, on the other hand, showed a definite lexical dominance in Greek. His average number of words per stimulus was 6.28 in English and 7.57 in Greek, yielding a lexical dominance score of 1.29 words in Greek.

The data from the three tests how that after only two years in the United States Mary had a definite lexical dominance in a second language rather than in her native language in spite of the fact, mentioned above, that she speaks Greek in her home environment. From personal interviews,

the investigator learned that Mary was highly motivated to learn English and enjoys speaking English very much. All of her friends in her age group and all of her classmates at school speak only English, so in order to enjoy her relationship with other children she had to acquire their linguistic system since they certainly would make no effort and had no reason to acquire hers.

Mary's pronunciation of English at the end of two years in the United States was that of a native speaker. None of the tape recordings of the tests and none of the investigator's personal conversations with the child indicated any trace of phonological interference from Greek. In the area of phonology, Mary's acquisition of English seems to support the position that young children have the capacity to acquire a second language with the pronunciation of a native.

The data from the three tests taken by Spyros do not indicate as strong a lexical dominance for his dominant language, Greek, as the data from Mary's tests indicate for her in English. Spyros admitted to feeling slightly more comfortable speaking Greek though there were definite situations in which he preferred to speak English. Spyros stressed that the topic of the conversation makes a great deal of difference to him in terms of language selection when speaking with another bilingual Greek. He pointed out that he has taken great care in learning the proper use of American idioms and those he simply cannot express in Greek even if he is speaking to another Greek.

Spyros, like Mary, was highly motivated to learn the English language. He has been a faithful, diligent student of English as his vocabulary and proper structural usage of the language show. He has been conscientious in trying to overcome his accent, but even his most careful pronunciation is marked by some interference from Greek particularly in terms of intonation and stress. So although he began his study of English in Greece at about 12-1/2 or 13 years of age, he still speaks English with some foreign accent.

In conclusion, the tests conducted for the study reported here were tests of lexical dominance only and the results can make no claim for the subjects' absolute language skill in either English or Greek. The data do suggest, however, that Mary was losing facility in Greek and was already ahead in performance in English after only two years in the United States. Spyros, on the other hand, seemed to be moving closer to a bilingualism in which he would be able to control both languages with equal facility in appropriate situations. It is likely that he will never completely lose his accent when he speaks English, but this will be no detriment to him in using the language. Further investigation is necessary to ascertain the subjects' facility with the syntactic structures of both languages. Also, it is unclear to what extent, if any, difference in sex was a factor in the second language acquisition of the two subjects.

APPENDIX A

Names of Objects in Picture Vocabulary Test

<u>Set 1</u>

page 1	candle	nose	clock
	bird	book	bell
	matches	hat	turkey
	saw	stamp	ring
page 2	kite	orange	stars
	nest	hammer	broom
	pin	house	blocks
	wagon	mop	bucket
page 3	table	rabbit	shoes
	horse	skirt	grapes
	toothbrush	lips	tire
	car	meat	fork
page 4	duck	carriage	cherries
	nurse	pig	barrel
	top	bus	nut
	tree	mailman	scissors
page 5	castle	door	butterfly
	doll	bear	bone
	bed	shell	pitcher
	sea	boy	toes

<u>Set 2</u>

page 1	flowers	newspaper	tie
	turtle	chair	leaf
	drum	tent	can
	window	fan	cow
page 2	lion	money	cup
	coat	mouse	moon
	gloves	ice cream	spoon
	hanger	watch	milk-bottle
page 3	sun	glass	apples
	socks	baby	comb
	plate	ladder	snowman
	hand	mirror	elephant
page 4	dog	dress	needle
	teeth	hair	bread
	sun-glasses	horn	nail
	truck	lamb	pear

page 5	eyes	key	knife
	snake	frying-pan	cantelope
	feather	basket	swimming-suit
	purse	boat	fish

Names Mary gave for objects

Set 1 - English

page 1	candle	nose	clock
	bird	book	bell
	matches	hat	turkey
	saw	stamp	ring
page 2	kite	orange	stars
	nest	hammer	you sweep with it
	pin	house	blocks
	wagon	you clean the house with it	bucket
page 3	table	rabbit	shoes
	horse	skirt	grapes
	toothbrush	lips	tire
	car	meat	fork
page 4	duck	baby carriage	cherry, cherries
	nurse	pig	barrel
	top	bus	you eat it
	tree	mailman	scissors
page 5	buildings	door	butterfly
	doll	bear	bone
	bed	you eat it	you put water in it
	lake	boy	feet . . . toes

Set 1 - Greek (No gloss has been given when the Greek word corresponds exactly to its English counterpart.)

page 1	kerí	míti	roló
	pulí	vivlío	kabána
	spírta	kapélo	gálos
	prióvi	tó kolás tó grámma "you paste it to the letter"	tó forás "you wear it"
page 2	etos	portokáli	astéria
	folyá	sfirí	sku - sároma
	paramánas	spíti	pézis "you play"
	pézis "you play"	skupás	pézis neró "you play, water"

page 3	trapézi	lagós (hare)	papútsia
	álogo	fústa	stafilya
	plévis tá ðóndia Sú "You clean your teeth"	xíli	róða
	aftokínito	kréas	pirúni
page 4	pápya	karótsi	kerása
	yatrína	gurúni	varéli
	pézis "you play"	aftokínito "car"	tó trós "you eat it"
	ðéndro	ánθropos pú grámmata "man who delivers letters"	psalíði
page 5	ktíria	pórta	petalúða
	kúkla	alepú "fox"	kókalo
	kreváti	tó trós "you eat it"	vázis neró mésa "you put water inside"
	θálasa	agóri	pódi

Set 2 - English

page 1	flower	newspaper	tie
	turtle	chair	leaf
	drum	tent	can
	window	you make air with	cow
page 2	lion	money	cup
	coat	mouse	moon
	coat? gloves	ice cream	spoon
	thing you hang clothes on	watch	milk-bottle
page 3	sun	glass	apples
	socks	baby	comb
	plate	ladder	snowman
	hand	mirror	elephant
page 4	dog	dress	needle
	teeth	hair	bread
	sunglasses	instrument	nail
	truck	it lives on a farm	pear
page 5	eyes	key	knife
	worm, or is it a snake?	pan	you eat it
	feather	basket	swimming-suit
	purse	boat	fish

Set 2 - Greek

page 1	lulúði	efimerída	graváta
	xelóna	karékla	fílo
	tíbano	tó vázis ékso ké kimáse "you put it outside and sleep"	kutí
	paráθiro	vendálya	vgánis gála "milk comes out"
page 2	zoloyikó kípo "zoo"	leftá	fli áni
	to forás "you wear it"	pondíki	fegári
	gándia	pagotó	kutáli
	kremástra	rolói	bukála
page 3	flios	potíri	míla
	káltses	bebéka	xténa
	piáto	anevénis epáno "you climb up"	kánis mé xióni "you make it with snow"
	xéri	kaθréftis	eléfandas
page 4	skilí	fórema	rávis "you sew"
	ðóndia	malyá	psomí
	yalyá	pézis musikí "you play music"	kánis prágmata "you make things"
	aftokínito "car"	katsíki "goat"	aklási
page 5	mátia	klidí	maxéri
	fíði	tigáni	tó trós "you eat it"
	tá xunə tá pulyá "the birds have them"	kaláθi	mayó
	tsánda	karávi	psári

Names Spyros gave for objects

Set 1 - English

page 1	candle	profile	clock
	bird	book	bell
	matches	hat	kind of bird
	saw	stamp	ring
page 2	it flies	orange	stars
	nest	hammer	broom
	safety pin	house	cubes
	truck	shovel	something you get water with

page 3	table	rabbit	shoes
	horse	skirt	grape
	toothbrush	lips	tire
	automobile	meat	fork
page 4	duck	for the babies, things for the babies	cherries
	nurse	pig	barrel
	I don't know	bus	nut
	tree	mailman	scissors
page 5	castle	door	butterfly
	doll	bear	bone
	bed	I don't know	pitcher
	sea	boy	toes

Set 1 - Greek

page 1	kerí	prósopo	rolói
	pulí	vivlío	kudúni
	spírta	kapélo	pagóni "peacock"
	prióni	grammatósimo	daxtilíði
page 2	xartaetós	portokáli	astéria
	folyá	sfirí	skúpa
	paramána	spíti	kívi
	pegníði "game"	máp	súvlos
page 3	trapézi	kunéli	papútsi
	álogo	fórema "dress"	stafíli
	odonóvurts	xíla	lástixo
	aftokínito	kréa	pirúni
page 4	pápya	karotsáki	kerásia
	nosokóma	gurúni	varéli
	svúra	leoforío	karúdia
	déndro	taxidrómos	psalíði
page 5	kástro	pórta	petalúda
	kúkla	arkúda	kókalo
	kreváti	koxíli	kanáta
	θálasa	agóri	dáxtila

Set 2 - English

page 1	flower	newspaper	tie
	turtle	chair	leaf
	drum	tent	can
	window	fan	cow

page 2	lion	money	cup
	coat	rat	moon
	gloves	ice cream	spoon
	something that you hang clothes with	watch	bottle
page 3	sun	glass	tomatoes
	socks	baby	comb
	plate	ladder	snowman
	hand	mirror	elephant
page 4	dog	dress	needle
	teeth	hair	bread
	sunglasses	musical instrument	nail
	truck	animal	pear
page 5	eyes	key	knife
	snake	pan	melon
	feather	basket	swimming-suit
	purse	ship	fish

Set 2 - Greek

page 1	lulúði	efimerída	graváta
	xelóna	karékla	fílo
	tíbano	ténda	kutí
	paráθiro	vendálya	ayeláda
page 2	léon	leftá	fli áni
	paltó	pondíki	fegári
	gándia	pagotó	kutáli
	kremástra	rolói	bukála
page 3	ílios	potíri	domátes "tomatoes"
	káltses	bêbes	xténa
	piáto	skála	xionánθropos
	xéri	kaθréftis	eléfandas
page 4	skilí	fórema	velóna
	dóndia	malyá	één kséro "I don't know"
	yalyá	kornéta	karfí
	aftokínito	arní	axláði
page 5	mátia	kliði	maxéri
	fíði	tigáni	pepóni
	fteró	kaláθi	mayó
	tsánda	karávi	psári

APPENDIX B

Lists of associations given for each object in Word Association Test I
(Name of the object stimulus is underlined)

Associations Mary gave for objects

English:

record	apple	spoon	towel
black	red	silver	picture
dancing	eat	metal	colors
record player	white	eat	a ripe (?)
radio	green	food	fruit
television	apple tree	color	teapot
store	store		cherry
	cases		cup
			coffee

doll	pencil	material	book
pink	write	colors	letters
brown	school	lace	paper
beauty	paper	needle	pencil
shoes	book	thread	colors
red	teacher	eyes	professor
feet	words	hands	teacher
hair	letters	sewing machine	scientist
underpants	black	work	words
fingers	ashes	sew	notebook
lips	eraser		
eyes			
curls			

chicken (stuffed animal)

yellow
soft
fur
ribbon
blue
hair
cotton

Greek:

dískos	"record"	mílo	"apple"	kutáli	"spoon"
musikí	"music"	kókinos	"red"	trós	"you eat"
án@ropi	"people"	trós	"you eat"	fagitó	"food"
lóya	"words"	stóma	"mouth"	píza	"pizza"
aftí	"ear"	áspro	"white"	fasólya	"beans"

xorós	"dance"	milyá	"apple tree"	siderényo	"made of iron"
radió pek-ap	"radio"	ðéndra	"tree"	xérya	"hands"
rolói	"watch"	kutí	"box"		
mávros	"black"			Θio Yánni	"Uncle John"
petséta	"towel"	kúkla	"doll"	molívi	"pencil"
skupízume	"we dry ourselves"	pézo	"I play"	gráfis	"you write"
		rúxa	"clothes"	mávro	"black"
prásino	"green"	kafé	"brown	grámata	"letters"
blé	"blue"	kókino	"red"	xartí	"paper"
áspro	"white"	rós	"pink"	xéri	"hand
xérya	"hands"	ánΘropi	"people"		
mútra	"face"	pegnídi	"game"		
mátya	"eyes"	prásino	"green"		
míti	"nose"	xérya	"hands"		
pódya	"feet"	pódya	"feet"		
sóma	"body"				
ífasmata	"materials"	vivlío	"book"	puláða	"chicken"
rúxa	"clothes"	gráfis	"you write"	blé	"blue"
velóna	"needle"	ðiavázis	"you read"	babáki	"cotton"
klostí	"thread"	blé	"blue"	gúna	"fur"
xrómata	"colors"	grámata	"letters"	ergostásio	"factory"
mixaní	"sewing machine"	xartí	"paper"		
		lékses	"words"		
psalíði	"scissors"	áspro	"white"		
ðandéla	"lace"				

Associations Spyros gave for objects

English:

apple	record	spoon	chicken
fruit	45	food	eyes
red	singer	silver	feathers
apple tree	record player	sugar	eggs
big	needle	coffee	rooster
delicious	music		dirt
vitamins			

towel	book	pencil	material	doll
water	writer	lead	trousers	eyes
clean	reader	art	tablecloth	hair
bath	introduction	drawing	sofa	children
soap	cover	erasure	brown	clothes
	pen	yellow	coat	girls
	price			

Greek:

mílo	"apple"	dískos	"record"	kutáli	"spoon"
milyá	"apple tree	musikí	"music"	fagitó	"food"
kókino	"red"	tragúdi	"song"	glikó	"sweet"
megálo	"big"	radiófono	"radio"	amími	"silver"
kotsáni	"stem"	mávro	"black"	leftá	"money"
agrós	"cultivated field"	tragudistís	"singer"		
kotópulo	"chicken"	petséta	"towel"	vivlío	"book"
avgá	"eggs"	kaθarós	"clean"	sigraféas	"writer"
kúkla	"doll"	bányo	"bath"	kefaléon	"capital letter"
fterá	"feather"	gdítós	"undressed"		
rámfos	"beak"	θálasa	"sea"	xrónos	"year"
kotétsi	"chicken house"	sapúni	"soap"	ekdotikós íkos	"publishing house"
molívi	"pencil"	ífasma	"material"	kúkla	"doll"
ksístra	"pencil-sharpener"	ráftis	"tailor"	korítsi	"girl"
kítrino	"yellow"	pandelóni	"trousers"	malyá	"hair"
zografikí	"painting"	graváta	"tie"	mátya	"eyes"
zográfos	"painter"	modístra	"dressmaker"	Méri	"Mary"
xartí	"paper"	sakáki	"jacket"	rúxa	"clothes"
				papútsia	"shoes"
				pegnídi	"game" or "toy"

APPENDIX C

Lists of associations given for each class name in Word Association Test II (Name of class name stimulus is underlined)

Associations Mary gave for class names

English:

furniture	animals	fruit	sweets	clothes
table	cow	apple	chocolate	pants
dresser	deer	pear	cotton candy	underpants
desk	porcupine	cherry	bubble gum	undershirts
chairs	pig	orange	cake	shirts
house	chicken	lemon	pie	shorts
room	goat	plums	cup cakes	dresses
bed		bananas	donuts	boots
bookcase		watermelon	cookies	shoes
				socks

toys	kitchen things	Greek: épipla	"furniture"
		karékla	"chair"
monopoly	dishes	trapéza	"table"
ball	cups	kutáles	"large spoons"
jump rope	plates	vivlioθíkes	"bookcases"
jacks	spoon	dulápya	"closet" (built-in)
clue	pan		
doll	fork	grafío	"desk"
drum	knife	krevátya	"beds"
	strainer	kúnes	"cradles"

zóa	"animals"	frúta	"fruit"	glikyá	"sweets"
ayeláda	"cow"	apíði	"pear"	tó malí	"cotton candy"
gurúni	"pig"	portokáli	"orange"	tís griá	
kóta	"hen"	mílo	"apple"	baklavás	
kókoras	"rooster"	korómila	"plums"	kurabiédes	
spurgíti	"sparrow"	kerása	"cherries"	lukumádes	"donuts"
yedúri	"donkey"	lemónya	"lemons"		
álogo	"horse"	banánes	"bananas"		
		karpúzi	"watermelon"		

rúxa	"clothes"	pegnídya	"toys"	piáta	"plates" (kitchen things)
sóvraka	"underpants"	kúkla	"doll"	fli ánya	"cups"
pi ámes	"pajamas"	bála	"ball"	piáta	"plates"
pandófles	"slippers"	skiní	"jump rope"	kasaróla	"pot"
papútsia	"shoes"	bató ?	"boat"	surotéria	"strainer"
bótes	"boots"			tigánya	"frying pans"
pédila	"sandals"			kapáki	"lid"
saginares	"tongs"			kutáli	"spoon"
pandelónya	"trousers"			piróni	"fork"
fustánya	"dresses"			maxéri	"knife"
fústa	"skirt"				
pukámiso	"shirt"				

Associations Spyros gave for class names

English:

furniture	animals	fruit	sweets	clothes
table	bear	apple	cake	coat
chair	dog	orange	candy	shirt
bed	cat	banana	chocolate	skirt
closet	lion	pear	ice cream	trousers
	tiger	watermelon	cookies	dress
	giraffe	melon	sugar	blouse
	elephant	strawberry		sweater
		peach		

toys	kitchen items	Greek: épipla	"furniture"
dolls	pan	komodíno	"small dresser"
ball	plates	karékla	"chair"
train	forks	kreváti	"bed"
dogs	spoon	trapézi	"table"
	knives	dulápa	"wardrobe"
	cups	grafío	"desk"
	glasses		
	mixer		

zóa	"animals"	frúta	"fruit"	glikyá	"sweets"
leondári	"lion"	axládi	"pear"	karaméles	"caramel"
tígris	"tiger"	portokáli	"orange"	sokoláta	"chocolate"
skilí	"dog"	mandaríni	"mandarine"	kulúria	
arkúda	"bear"	karpúzi	"watermelon"	galaktobúriko	
gáta	"cat"	pepóni	"cantelope"	baklavás	
eléfandas	"elephant"	banána	"banana"	glikó tú kutalú	"syrupy sweet"
leopárdali	"leopard"	mílo	"apple"	pandaspáni	
pánθres	"panther"	kerási	"cherry"		
skiúros	"squirrel"				

rúxa	"clothes	pegvídya	"toys"	prágmata tís kuzínas	"kitchen items"
sakáki	"jacket"	bála	"ball"	piáto	"plate"
pandelóvi	"trousers"	podílato	"bicycle"	potíri	"glass"
pukámiso	"shirt"	skiláki	"little dog"	maxéri	"knife"
fórema	"dress"	kúkla	"doll"	pirúni	"fork"
fústa	"skirt"	trenáki	"little train"	kutáli	"spoon"
paltó	"coat"			kutála	"big spoon"
faneláki	"small undershirt"			kasaróla	"pot"
				tigáni	"frying pan"
graváta	"tie"			surotéri	"strainer"
gándia	"gloves"				

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